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A survey of the attention given to gifted pupils in the schools of New York State, excluding schools in the largest cities, revealed a number of important items.

Approximately one-half of the school buildings had made special provisions for the gifted. However, few schools in districts spending less than $400 per pupil per year had made special provisions for the gifted. Building size seemed to be related to provisions for the gifted.

Ninety-two per cent of the schools with special provision for the gifted identified these pupils using three bases for such identification--intelligence quotients, achievement tests, and teacher opinion. Most of the schools which had established special provisions for the gifted used some form of ability grouping in grades four through twelve.

Few schools reported that their programs had been in effect for more than twenty-five years. However, a sudden growth in programs for the gifted began in 1957. Very few schools had attempted to evaluate their provisions for these pupils.

The most frequently reported problems in providing for the gifted related to staffing, scheduling, marketing, and curriculum design.

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EDUCATION FOR THE GIFTED IN NEW YORK STATE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, 1964

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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"It is the objective and duty of the State Education Department to see to it that every child receives full opportunity for an education in keeping with his talents and abilities."

DR. JAMES E. ALLEN, JR.
Commissioner of Education

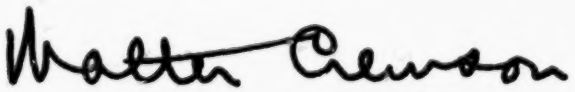
H712-My64-5000(49508)*

FOREWORD

In our democratic tradition we aspire to the best possible education for *all* children. But despite our stated philosophy, our schools have not always fully met their comprehensive obligations.

For many years the education of gifted children has been an area of relative neglect. More recently, however, there has been an increasing awareness of the need for special educational considerations for gifted pupils. To this end special provisions have been established in many schools.

Intellectually gifted pupils have special needs to be met, outstanding abilities to be developed, and a future role of responsible leadership to accept. Whether considered through an appreciation of individual differences or in the light of national well-being, these children need and deserve opportunities befitting their uniqueness.



Associate Commissioner for Elementary, Secondary and Adult Education

INTRODUCTION

This study was undertaken to determine the extent of various provisions for gifted children across New York State. No value judgments are implied in this publication; it is simply a picture of the situation as it exists. From the information gathered, it is hoped that administrators and teachers will become aware of the possibilities open to them and thereby be better able to assess their own local efforts.

The writer wishes to express appreciation to Dr. Lorne H. Woollatt, Associate Commissioner for Research and Evaluation, and his staff members for their suggestions concerning the design of the questionnaire and for their help in tabulating much of the data. Appreciation is also expressed to the many shcool administrators who answered the questionnaire and provided the data herein presented.

ROBERT KELLEY, *Supervisor*
Education for the Gifted

WARREN W. KNOX
Assistant Commissioner for
Instructional Services
(General Education)

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Chapter I

DESIGN OF THE STUDY

The Definition of Gifted

Unlike the terms *educable mentally retarded* or *trainable mentally retarded*, the term *gifted* has not been defined by the New York State Education Department. Because no clear-cut definition has been established, each interested school district has been left to define giftedness as it sees fit. To complicate the problem further, other terms such as *talented, advanced,* or *superior* are also used by educators when referring to the more able pupil. Semantics, then, is one of the problems which must be resolved before a real understanding of any particular program can be gained.

For this reason, a limiting definition of *gifted* was incorporated in this survey. The instructions to the respondent stated that the term *gifted pupil* was to be defined as meaning " any pupil who is considered by his school to be worthy of special consideration because of his academic or intellectual abilities." Beyond this broad frame no further limitations or cutoffs were stated or implied.

Purpose and Procedures

It was the purpose of this study to locate the school buildings in New York State which have made specific provisions for the intellectually gifted pupil and to survey the practices currently in use by those schools. Because large city school systems are unique in both needs and resources, detailed data were not collected from cities having populations of 125,000 or greater[1] and, unless otherwise noted, the data which follows does not include those cities.

Early in 1963, a letter was sent to all city and village superintendents and district principals.[2] These administrators were asked to designate those public school buildings, both elementary and secondary, within their districts which had made any special provisions for their gifted pupils. Each

[1] Albany, Buffalo, New York City, Rochester, Syracuse, and Yonkers.

[2] See Appendix, pp. 29–30.

school building so designated was then sent a questionnaire[3] and requested to return the completed form to the Department.

A follow-up letter was sent in September 1963 in order to check the few (16 percent) districts which had not responded to the initial survey request.

The Questionnaire

Although a district-by-district survey had been previously conducted in 1959–60, the investigator decided to carry out a building-by-building study in order to get a detailed picture of the frequency and design of the provisions available for the more able pupils in New York State. To this end, the scope of the 1963 questionnaire was expanded beyond that of the 1959–60 form.

A preliminary questionnaire was tested in Westchester County during the fall of 1962. Minor revision of this instrument resulted in the final form used to survey the State during the 1962–63 school year.

The reader is cautioned to recognize some of the limitations of the questionnaire. As has been pointed out above, there is a profusion of terms relating to the gifted, each of which has been defined in many ways. In addition, there are the inherent limitations of a check list, and the restrictions imposed by using a single questionnaire as the tool for examining many hundreds of different programs: urban and rural, large and small, elementary and secondary.

The format of the questionnaire was divided into six parts which were concerned with:

- General information about the school building
- Selection procedures for gifted pupils
- Administrative provisions for gifted pupils
- Curricular provisions for gifted pupils
- Evaluation of the provisions offered
- Major problems relating to education of the gifted

What follows is the summation of information collected by the survey.

[3] See Appendix, pp. 31–36.

Chapter II

FINDINGS OF THE SURVEY

Survey Response

At the time of the survey there were 295 public school superintendencies in New York State.[4] Each superintendent was requested to submit a listing of the school buildings in his district which offered special provisions for their gifted pupils. The replies to the Department indicated that 88 percent of all school districts were making some provisions.

Table 1. Response from Superintendencies

Type of Superintendency	Number in State	Number Responding	Percent Responding	Number With Provisions	Percent With Provisions
City	56	51	91	50	89
District	89	89	100	82	92
Village	150	135	90	128	86
Total	295	275	93	260	88

The high percentage of districts having special provisions for the more able pupils may give the reader an exaggerated view of the status of provisions for the gifted in the State. It must be remembered that the information in Table 1 relates to school *districts* and not to school *buildings*. Although it is true that the great majority of school

88% of School Districts Report Special Provisions for Their Gifted Pupils

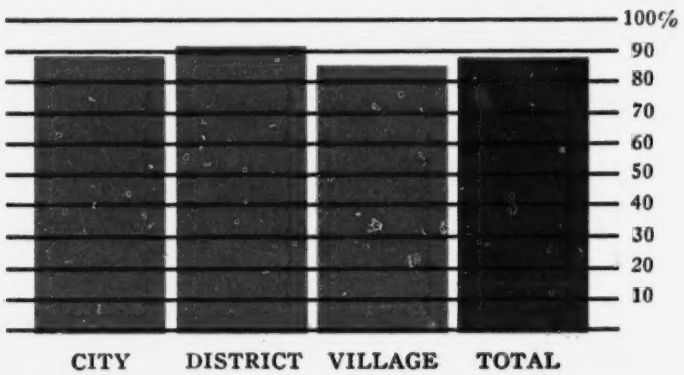


Table 2. Extent of Provisions for the Gifted

Type of School	Number in State	Number Reported as Having Provisions	Percent Reported as Having Provisions
Elementary[5] (K-6)	1952	702	36
Secondary[6] (7-12)	893	687	77
Total Schools	2845	1389	49

districts have within their boundaries at least one building which has developed special provisions, the data in Table 2 clearly show that many school buildings within these districts have not yet developed any particular program for their gifted pupils.

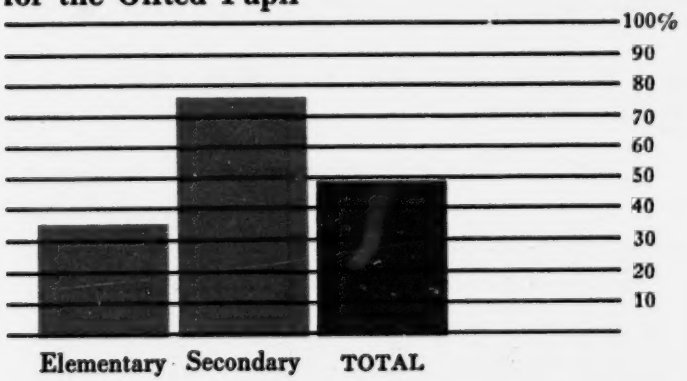
Table 3. Survey Response From Designated Buildings

Type of School	Number With Provisions	Number Responding to Questionnaire	Percent Responding
Elementary	702	391	56
Secondary	687	472	69
Total Schools	1389	863	62

Upon receipt of the superintendent's listings of those schools which had made special provisions for their gifted pupils, individual and detailed questionnaires were sent to each designated school building. The response from these buildings is shown in Table 3.

[4] Excluding cities having populations over 125,000.
[5] Public elementary school buildings excluding those in cities of over 125,000 population, and excluding buildings with fewer than four teachers.
[6] Public secondary buildings excluding those in cities of over 125,000 population.

. . . But Only 49% of School Buildings Offer Special Provisions for the Gifted Pupil



Program Location by Pupil Cost and Building Size

Programs and Pupil Cost. Comments and questions relating to programs for the gifted often concern the factor of cost. Can an average school system afford such provisions?

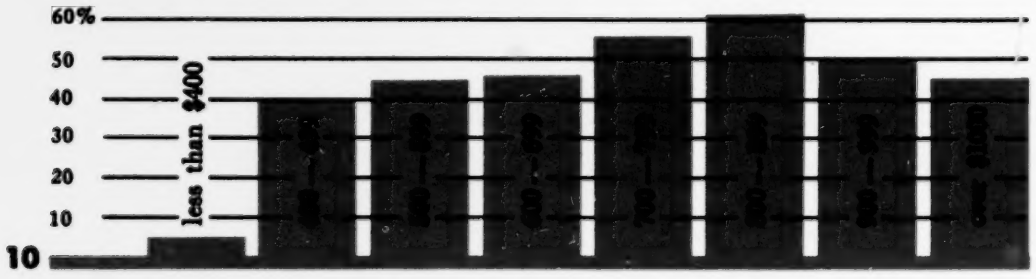
Table 4 groups the 890 school districts in the State* according to pupil costs.† Within each cost grouping are shown the number and percentage of districts which are known to have established provisions for gifted pupils.

The graph indicates that $400 per pupil per year was a critical point. Above this point approximately one-half of the districts have made special provisions for the gifted pupil; below this point

* Does not include the six largest cities.
† Pupil costs taken from the 1961 Annual Educational Summary, The University of the State of New York, the State Education Department.

Table 4. Frequency of Special Provisions by Districts as Compared With Pupil Cost Per Year

Few Districts Spending Less Than $400 Per Year Make Any Provisions for Their Gifted Students



very few districts are making any such provisions.

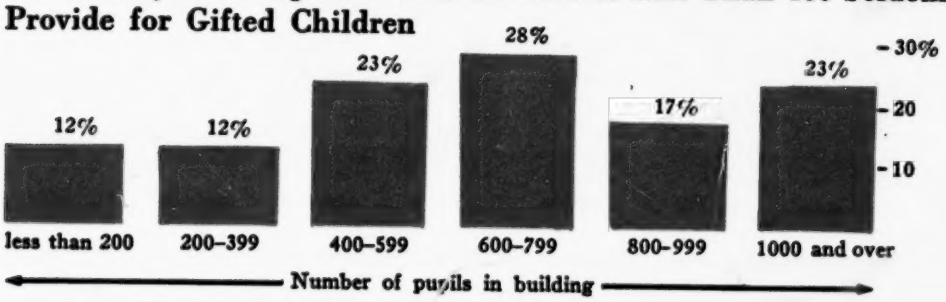
Programs and Building Enrollment. Just as the frequency of provisions for the gifted can be related to the cost of education in the district, so can it be related to the size of school buildings.

Table 5 shows the distribution of New York State elementary public school buildings by size of pupil enrollment and the percentage of these schools which have established special provisions for gifted children. Approximately one-tenth of the elementary buildings housing fewer than 400 children have made special provisions for their gifted pupils. About one-fifth of the elementary buildings housing more than 400 children have made such provisions. For those schools housing more than 400 elementary pupils, there seems to be no direct relationship between frequency of special provisions and building size.

Table 5. Elementary School Size and Frequency of Special Provisions

Size of Elementary Building	Number of Buildings in State	Number of Buildings With Provisions	Percent of Buildings With Provisions
less than 200 pupils	87	11	12
200 — 399	474	57	12
400 — 599	480	112	23
600 — 799	327	93	28
800 — 999	299	51	17
over 1000	282	64	23

Elementary Buildings With Enrollments of Less Than 400 Seldom Provide for Gifted Children

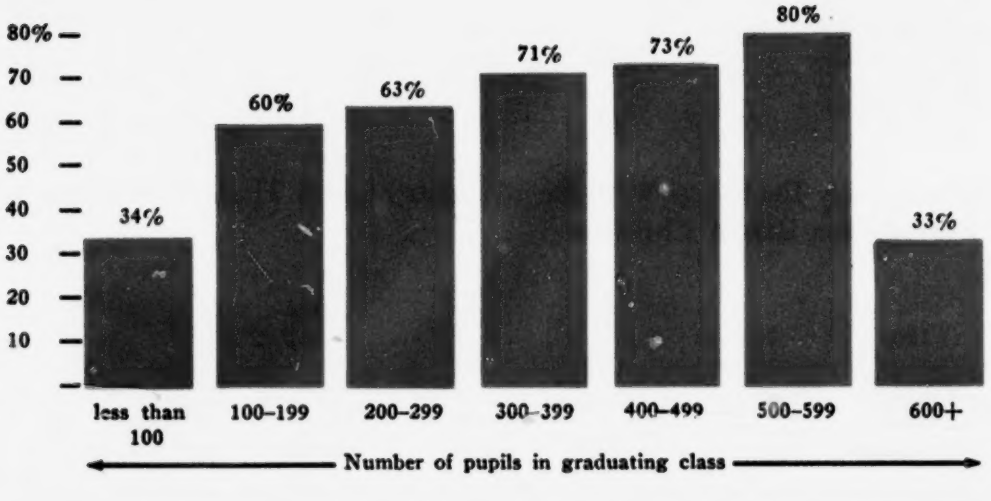


In secondary school buildings (those buildings housing a 12th grade class), there appears to be a fairly consistent relationship between building size and frequency of special provisions for the gifted pupil. Table 6 shows that as school size increases, the percentage of buildings offering special provisions also increases. The only exception to this direct relationship is found in very large buildings which house over 600 pupils in the 12th grade.

Table 6. Secondary School Size and Program Frequency

Size of Graduating Class	Number of Schools in State	Number of Schools With Provisions	Percent of Schools in Each Classification With Provisions
less than 100	669	228	34
100—199	189	115	60
200—299	62	39	63
300—399	34	24	71
400—499	11	8	73
500—599	5	4	80
600 and over	3	1	33

Secondary Buildings With Small Enrollments Less Frequently Provide for Gifted Children



Identification

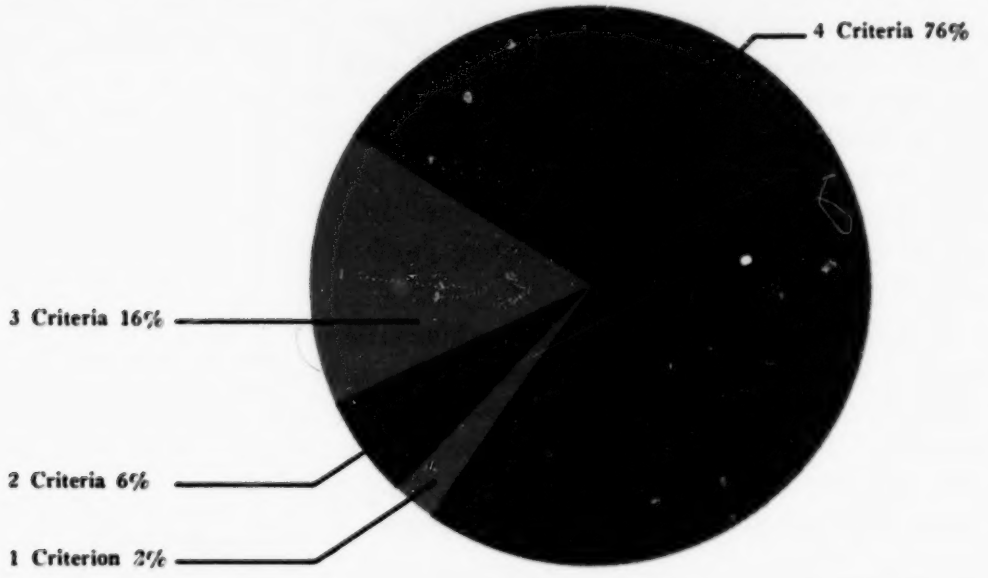
All special educational provisions for the gifted are based on the premise that the gifted pupil has certain abilities and characteristics which require a unique educational experience if they are to be developed fully. The specific abilities and characteristics a school attempts to develop in these pupils depend on how the term *gifted* has been defined and which criteria are used in selecting pupils for special educational experiences.

Criteria Used. Table 7 lists the various criteria used by schools in identifying their gifted pupils. Although the criteria vary considerably from school to school, very few schools use only one criterion. The majority use a composite view of the pupil which includes at least four different criteria.

Table 7. Criteria Used for Identification of the Gifted

Number of Criteria	Types of Criteria	Number of Schools Responding	Percent of Schools Responding
Single criterion	School marks	1	
	Teacher opinion	1	
	Achievement tests	7	
	I.Q. scores	8	1.7
Two criteria	School marks and teacher opinion	7	
	Achievement tests and school marks	1	
	Achievement tests and teacher opinion	16	
	I.Q. score and school marks	1	
	I.Q. score and teacher opinion	9	
	I.Q. score and achievement tests	10	6.8
Three criteria	I.Q. score, achievement tests, teacher opinion	73	
	I.Q. score, achievement tests, school marks	7	
	I.Q. score, teacher opinion, school marks	21	
	Achievement tests, teacher opinion, school marks	13	16
Four criteria	I.Q. score, achievement tests, teacher opinion, school marks	339	76
		496	100

3 out of 4 schools use 4 or more criteria to identify gifted pupils



Use of Individual Intelligence Examinations. Two hundred thirty-nine (36 percent) of the responding schools indicated that a standardized individual examination of mental ability is utilized as part of their identification procedure. Seventy-seven schools use both the Wechsler and the Binet, the choice being left to the school psychologist.

Table 8. Use of Individual Examinations of Mental Ability

Name of Test	Number of Schools Using Test
Wechsler series only*	94
Stanford-Binet series only†	68
Both Wechsler and Binet	77
Peabody Picture Vocabulary	2

* Includes:
Wechsler Intelligence Scale for Children
Wechsler Adult Intelligence Scale

† Includes:
Revised Stanford-Binet Scale, second edition, 1937, Form L
Revised Stanford-Binet Scale, second edition, 1937, Form M
Revised Stanford-Binet Scale, third edition, 1960, Form LM

Use of Group Intelligence Tests. The results obtained from an individual examination of mental ability have greater reliability and validity than do the results obtained from a group intelligence test, but group tests are considerably less expensive for schools to administer and are more widely used.

Table 9 lists the group tests cited by the schools as part of their identification procedure and gives the frequency of use. In some cases, schools reported the use of more than one test.

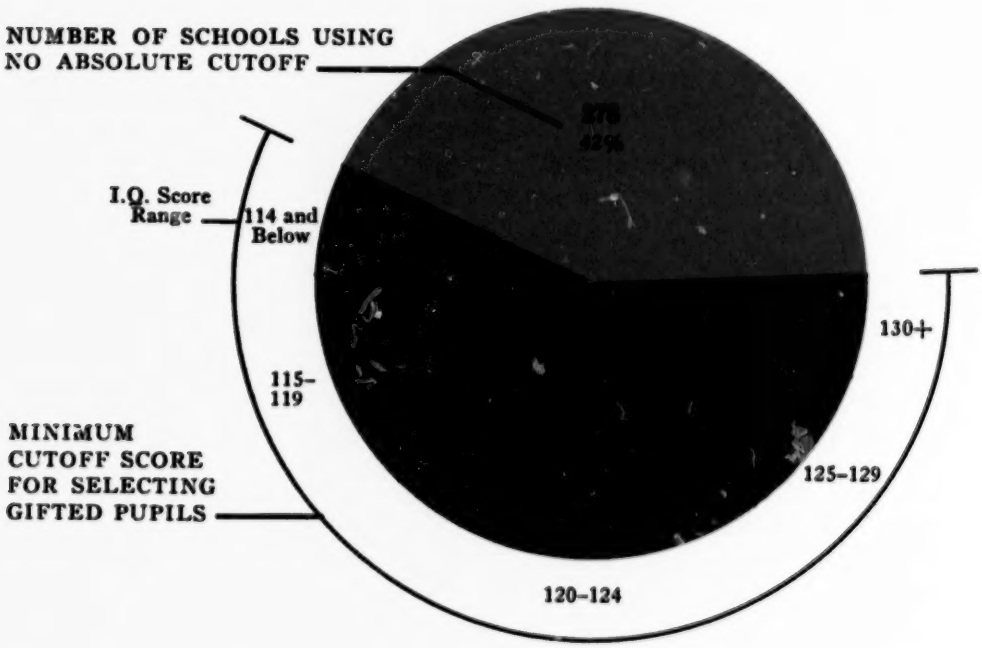
Table 9. Use of Group Intelligence Tests

Name of Test	Number of Times Reported
California Test of Mental Maturity	275
Otis Series	258
Lorge-Thorndike	98
Kuhlman-Anderson	29
S.R.A. — Primary Mental Abilities	24
New York State Junior High School Scholastic Ability Test	22
Henmon-Nelson	21
Cooperative School and College Ability Tests (SCAT)	19
Kuhlman-Finch	14
Pintner General Ability Tests	8
Differential Aptitude Tests (DAT)	6
Ohio State Psychological Examination	1

Minimum I.Q. Scores. Of the 652 schools reporting the use of I.Q. scores as a factor in the identification of gifted pupils, 374 (58 percent) have established a minimum or cutoff score. The remaining 278 schools (42 percent), although they consider I.Q. as one of the factors in their selection process, have not set any absolute minimum score.

The cutoff scores which have been established are shown in the graph. The reader is cautioned that the numbers listed in the table represent scores from more than a dozen different tests and should not be considered as absolute measurements.

Cutoff on I.Q. scores used in classifying pupils as gifted



Use of Tests of Creativity. Only four of the 863 responding schools reported the use of creativity tests. One school is using modified versions of Guilford's Tests, and three are using the Minnesota Tests of Creative Thinking. None of these schools has established any cutoff scores.

Administrative Provisions

Grouping Procedures. Table 10 summarizes the grouping practices as reported by the schools. It can be seen that grouping by ability becomes more common as grade level increases. The only exception to this trend appears in the senior high school, where there are fewer classes grouped by ability than there are in the junior high school. This finding, however, is not surprising since all high schools have a great amount of de facto grouping because of their subject-organized program organization, which makes additional grouping procedures unnecessary. For example, a class in physics will generally attract only the most able pupils, even though the school may not have set up ability requirements for participation. At all levels except the primary grades, ability grouping is used more frequently than heterogeneous grouping in schools which have developed special provisions for the gifted pupil.

Table 10. Grouping Methods by Grade Distribution

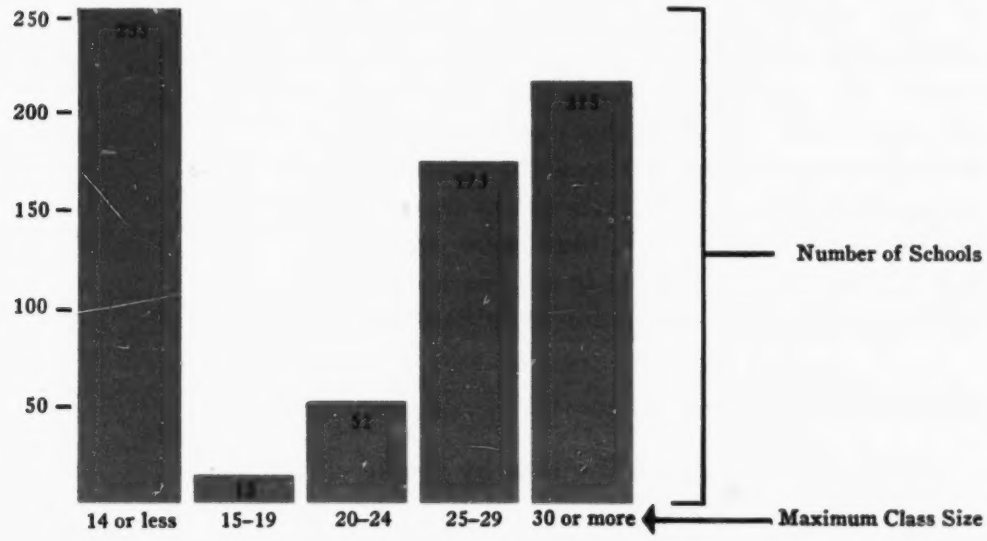
Grouping Method	Grade Level K–3	4–6	7–9	10–12
1) Ability grouping (a+b)	114	247	371	275
a) Partial grouping*	64	136	198	118
b) Complete grouping†	50	111	173	59
2) No ability grouping (enrichment in regular classroom)	159	151	106	96

* **Partial grouping:** Pupils are placed in special groups only for part of the day or for only those academic subjects in which they are most able.

† **Complete grouping:** Gifted pupils are grouped together for all academic subjects.

Class Size. Eighty-two percent of the schools have established size limits for classes offering special provisions for the gifted pupils. It appears that the enrollment in classes for the gifted in most schools is either below 15 or above 25. Relatively few schools attempt to hold class size between 15–24.

Maximum Class Size for the Gifted



Parental Approval. Approximately one-third of the elementary schools and about one-half of the secondary schools having special classes for the gifted require parental approval prior to admitting a pupil to a special class.

Table 11. Required Parental Approval

Type of School	Total Schools Responding	Number of Schools Requiring Approval	Percent Requiring Approval
Elementary schools	391	118	30
Secondary schools	472	252	53

Curricular Provisions

In the primary grades, most schools allow the gifted to work beyond grade level; and when an individual pupil appears to be academically, socially, and physically ready, allow limited grade skipping. In the intermediate grades, there is a great increase in the number of "honors" or "enriched" sections as well as a sizable increase in the number of programs which encourage children to work beyond grade level. In the junior high school, honors sections, work beyond grade level, and compression account for the majority of special programs. In the senior high school, honors sections and the Advanced Placement Program are the most common provisions.

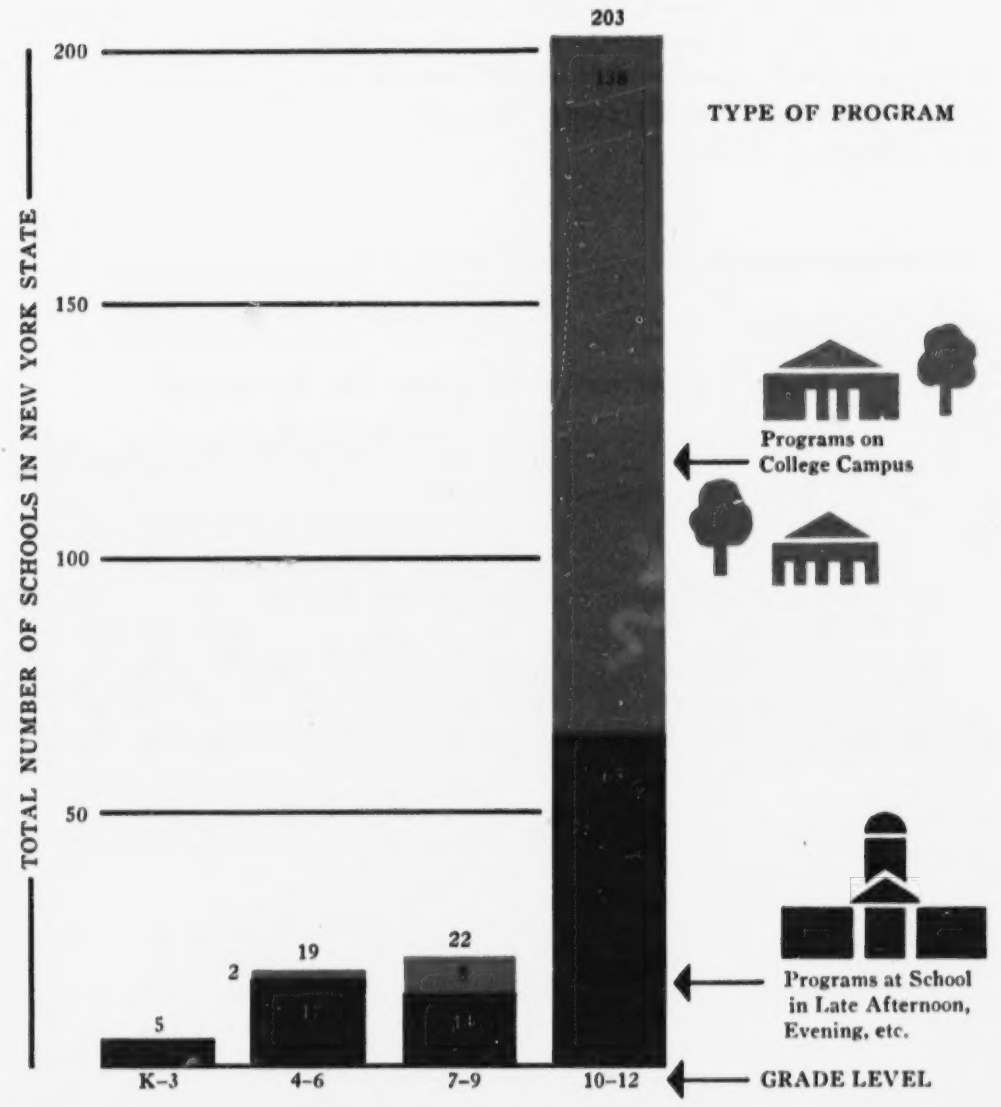
Table 12. Curricular Provisions for the Gifted

	K–3	4–6	7–9	10–12
1) Early admission to kindergarten or first grade	21	—	—	—
2) Ungraded classes	31	29	11	13
3) Grade skipping	65	58	12	5
4) Compression of 2 or more years work into less time	22	35	143	46
5) Honors or advanced sections	32	75	227	218
6) Subjects offered beyond grade level	69	114	210	155
7) The Advanced Placement Program (C.E.E.B.)	—	—	—	234
8) Early admission to college	—	—	—	54

Extension Provisions

In addition to provisions for the gifted during the regular school day, some schools have provided special opportunities at other times and other places. The chart below summarizes these efforts.

Extension Provisions



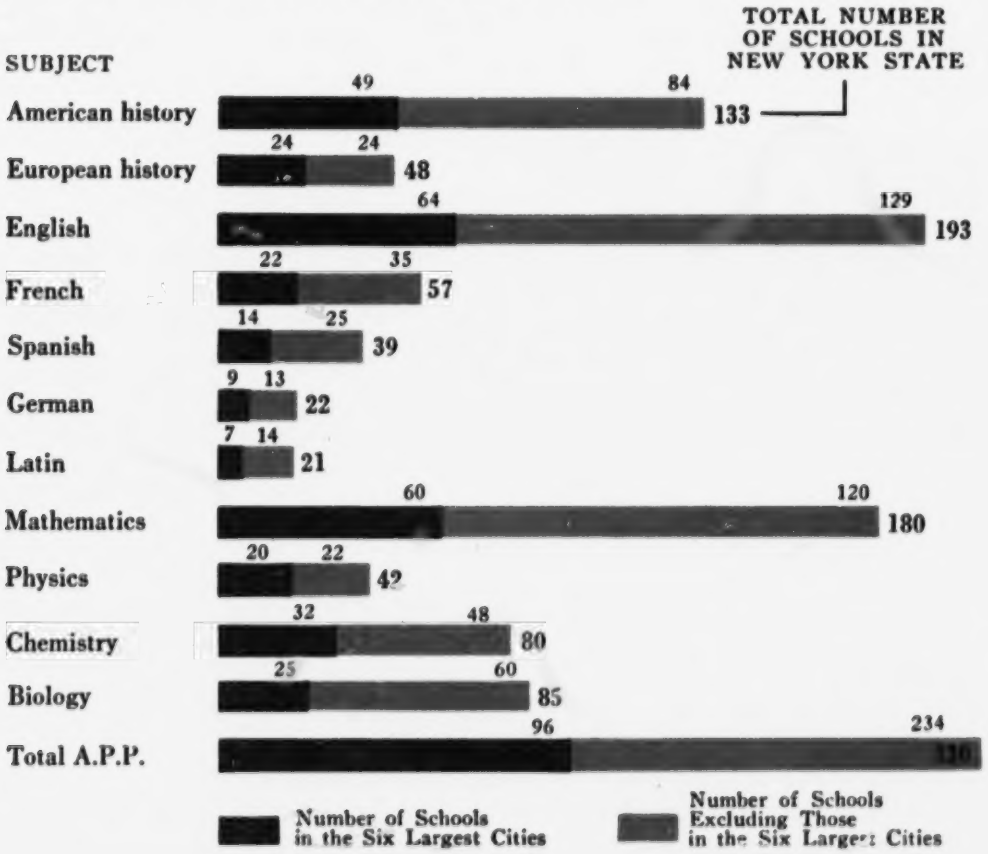
The Advanced Placement Program

The Advanced Placement Program is a nationwide undertaking in which high schools provide college-level courses for their most capable students. Sponsored by the College Entrance Examination Board, this program is based on the premise that many 12th grade students are ready for college freshman work and that their ability should be recognized, encouraged, and rewarded.

During the school year of 1962–63, 5,731 New York State pupils in 330 high schools accounted for 26 percent of this national program.

The extent of the Advanced Placement Program in New York State is summarized in the chart below.

The Advanced Placement Program 1962–63



Evaluation of Pupils

Whenever special programs for the gifted are established, the question of marking standards arises. How should these very able pupils be measured? Should they be judged by higher than normal standards because they are more able? Should they be guaranteed high grades because they are more able? If such pupils are marked by regular standards, how can their superior knowledge and ability be assessed? Many attempts have been made to answer these questions, but as yet no final solution has evolved.

Table 13 shows the frequency of various marking procedures presently used by schools in evaluating their gifted pupils. With the exception of the primary grades, the most common practice is to measure gifted pupils by higher than regular standards.

Table 13. Marking Systems Used for Gifted Pupils

Type of System	Grade Level				
	K–3	4–6	7–9	10–12	Total
Same standards as in regular class	89	103	108	85	382
Higher standards than in regular class	33	113	188	158	492
Minimum guaranteed grades	1	8	19	18	46
Weighted grades	3	7	26	27	63

Evaluation of Provisions

It would seem that if special provisions are made for the gifted in order to provide an education which will be more effective for them than a regular program, evaluation of these programs would be in order. Are they reaching the goals sought? Is there any evidence to show that such efforts have been successful, and, if so, how successful? The returns from the survey show that surprisingly few schools have attempted an evaluation of their programs.

Table 14. Evaluation of Provisions

Type of School	Number of Schools Surveyed	Number Which Have Evaluated Their Provisions	Percent Which Have Evaluated Their Provisions
Elementary	702	68	9
Secondary	687	60	9

Age of Programs

The philosophical arguments supporting differential education for the gifted have been heard for many years, but until recently, much more lip service than action has been given to such ideas.

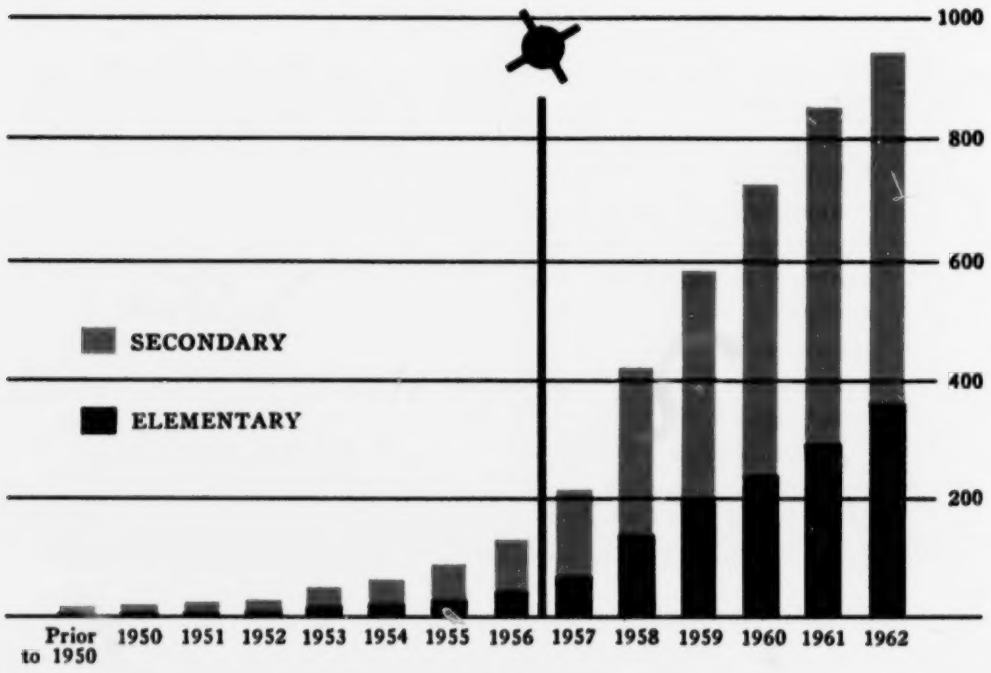
Table 15 and the accompanying graph clearly show an abrupt increase in the number of schools offering special provisions since 1957–58. There can be little doubt here as to the impact of the successful launching of Sputnik I and the advent of the Space Age.

Although there are more than twice as many elementary buildings as there are secondary buildings in the State, over the years the high schools have accounted for two-thirds of the total effort to provide special opportunities for the gifted.

Table 15. Number of Schools With Provisions for the Gifted According to Grade Level and Year Begun

Year Provisions Were Established	Number of Provisions Initiated at Each Grade Level				Number of Provisions Established for Each Year	Cumulative Total
	K–3	4–6	7–9	10–12		
Prior to 1950	—	3	2	4	9	9
1950	—	1	1	2	4	13
1951	1	—	1	2	4	17
1952	2	2	1	—	5	22
1953	6	3	6	12	27	49
1954	2	3	5	2	12	61
1955	2	4	10	9	25	86
1956	5	11	16	12	44	130
1957	8	18	37	21	84	214
1958	18	53	78	58	207	421
1959	11	43	57	51	162	583
1960	20	30	53	43	146	729
1961	25	30	41	34	128	857
1962	28	37	14	11	90	947

Cumulative Rate of Growth of Provisions



Problem Areas

The final portion of the survey was concerned with problems in providing for the gifted. Each respondent was invited to write freely about any difficulties encountered by his school in working with these pupils.

The problems reported fall generally into twelve rather specific areas. These 12 problem areas are listed in Table 16 according to their frequency of being mentioned.

Two perennial criticisms of special consideration for the gifted state that such attention will result in undesirable social adjustment and that it will place excessive pressures upon these pupils. It is interesting to note that these two particular problem areas rank 9th and 10th in the survey, being mentioned by only 6 percent of the schools.

Table 16. Problem Areas Relating to the Education of the Gifted

Problem Area	Number of Times Reported
Staffing	178
Scheduling	120
Marking or grading	119
Curriculum and program design	103
Materials, facilities, and space	94
Parents	89
Class size	88
Identification	78
Social adjustment	55
Pressure on pupils	53
Financing	34
Transportation	14

SUMMARY OF STUDY

Chapter III

The purpose of this study was to make a survey of the attention being given to gifted pupils in the schools of New York State, excluding those schools in the largest cities.

The results obtained can be briefly summarized as follows:

Approximately one-half of the school buildings have made special provisions for the gifted. This finding represents 36 percent of the elementary schools and 77 percent of the secondary schools.

Few schools in districts spending less than $400 (1961–62) per pupil per year have made special provisions for the gifted. Above this figure, there is only slight correlation between pupil cost and frequency of programs.

Building size seems to be related to provisions for the gifted. For elementary buildings, there appears to be a threshold enrollment size of 400 pupils. For secondary schools, there is a direct positive relationship between building size and frequency of provisions.

Ninety-two percent of the schools with special provisions for the gifted, identify these pupils by using at least three criteria. I.Q. measurement is a factor in the identification process in 86 percent of the schools.

Most schools which have established special provisions for the gifted use some form of ability grouping in grades 4 through 12.

Few schools report that their programs have been in effect for more than 25 years. A sudden and continuing growth in programs for the gifted began in 1957. This growth has been

more rapid in secondary buildings than in elementary buildings.

Very few schools have attempted to evaluate their provisions for gifted pupils.

The most frequently reported problems in providing for the gifted relate to staffing, scheduling, marking, and curriculum design.

APPENDIX

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12201

WARREN W. KNOX
ASSISTANT COMMISSIONER
FOR INSTRUCTIONAL SERVICES

January 21, 1963

To: City and Village Superintendents and District Principals

The Department is undertaking a survey to determine the status of educational opportunities for the more able or gifted pupils. We should like to enlist your cooperation and assistance in identifying the individual schools under your supervision which have made special provisions, administrative or curricular, for their more able or gifted pupils as distinguished from those adjustments that are made for individual pupils in regular classrooms.

Attached please find a form for listing the individual schools where such provisions have been made. It is planned to send to the principal of each of the schools designated a survey form to be completed and returned to Robert Kelley, Supervisor of Education for the Gifted in this Department.

If you desire to have a duplicate form filed in your office, please so indicate on the attached form.

Sincerely yours,

Warren W. Knox
Assistant Commissioner

Name of supervisory district, city or village _____

Name of superintendent _____

Check box if an extra copy of the survey form is desired for the superintendent's file ☐

School Buildings In Which Special Provisions For The Gifted Have Been Made

Name of School	Building Principal	Address

Use reverse side if additional space is needed. Return this form to:

Robert Kelley, Supervisor
Education for the Gifted
New York State Education Department
Albany 1, New York

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12201

WARREN W. KNOX
ASSISTANT COMMISSIONER
FOR INSTRUCTIONAL SERVICES

February 1963

To: Selected Building Principals

A State-wide survey of education for the gifted is being undertaken.

Your superintendent has designated your building as one in which special provisions for the more able pupil have been made.

Please have the accompanying form completed and returned to the Department. Your cooperation will be appreciated.

Robert Kelley

Robert Kelley, Supervisor
Education for the Gifted
State Education Department
Albany, New York

NEW YORK STATE SURVEY OF EDUCATION FOR THE GIFTED

Note: The term "gifted pupil" as used in this survey is defined as meaning any pupil who is considered by his school to be worthy of special consideration because of his academic or intellectual abilities. These pupils may be referred to locally as academically talented, advanced, able, high ability, etc.

Name of School ..... _____

Address ..... _____

County ..... _____

Principal ..... _____

Name of District ..... _____

Person Completing this form _____ Telephone no. _____

GENERAL INFORMATION

1. Grades included in this school building: (check appropriate boxes)

K	1	2	3	4	5	6	7	8	9	10	11	12

2. School building enrollment as of September, 1962 ..... _____

SELECTION OF GIFTED PUPILS

3. Which of the following criteria are used for the selection of gifted pupils? (check appropriate spaces)

Group I.Q.	Individual I.Q.	Achievement Tests	Teacher Opinion	School Marks	Other (Specify)

4. What tests are used in the selection process?

	Name of Test	Minimum Score or Cut-off
Individual I.Q.		
Group I.Q.		
Achievement		
Creativity		
Other		

PROGRAMS FOR THE GIFTED

5. What means have been provided for educating the gifted? (check appropriate spaces)

A. Grouping methods

	K-3	4-6	7-9	10-12
1) Enrichment and individual attention in regular groups				
2) Partial grouping (a)				
3) Complete grouping (b)				

(a) Partial grouping: Pupils are placed in special groups for only part of the day or for only those academic subjects in which they are most able.

(b) Complete grouping: Gifted pupils are grouped together all day for all academic subjects.

B. Provisions established

	K-3	4-6	7-9	10-12
1) Early admission to kindergarten or first grade		X	X	X
2) Ungraded classes				
3) Grade skipping				
4) Compression of two or more years work into less time				
5) Honors or Advanced sections				
6) Subjects offered beyond grade level	X	X	X	
7) The Advanced Placement Program (C.E.E.B.)	X	X	X	
8) Early admission to college	X	X	X	

C. Extension opportunities

	K-3	4-6	7-9	10-12
1) Saturday programs at school				
2) Evening programs at school				
3) Saturday or evening programs on a college campus				

D. Others (specify)

	K-3	4-6	7-9	10-12

E. If Advanced Placement Program courses (C.E.E.B.) are offered, check the subject(s) offered

☐ French	☐ Mathematics	☐ English
☐ Latin	☐ Biology	☐ American History
☐ German	☐ Chemistry	☐ European History
☐ Spanish	☐ Physics	

6. If ability grouping is used, what is the maximum allowable class size?

_____ Pupils

7. Is parental approval required in order for a pupil to participate in the program for the gifted?

Yes ☐ No ☐

8. What standards are used in assigning marks to gifted pupils? (check appropriate space(s).

	K-3	4-6	7-9	10-12
a) Same standards as in regular classes				
b) Higher standards than in regular classes				
c) Minimum guaranteed grades				
d) Weighted grades				
e) Other (specify)				

9. Has a formal evaluation study of the program been made?

Yes ☐ No ☐

10. For how many years has the program for gifted pupils been in operation? (Include this year)

Grade Level	Number of years
K-3	
4-6	
7-9	
10-12	

11. List any major problems encountered in providing special education for the gifted.

12. Additional comments:

13. Please return this form to:

Robert Kelley, Supervisor
Education for the Gifted
New York State Education Department
Albany 1, New York

Any available descriptive material concerning your program would be appreciated.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University *(with years when terms expire)*

EDGAR W. COUPER, A.B., LL.D., L.H.D., *Chancellor*, Binghamton, 1968

THAD L. COLLUM, C.E., *Vice-Chancellor*, Syracuse, 1967

ALEXANDER J. ALLAN, JR., LL.D., Litt.D., Troy, 1978

GEORGE L. HUBBELL, JR., A.B., LL.B., LL.D., Litt.D., Garden City, 1966

CHARLES W. MILLARD, JR., A.B., LL.D., Buffalo, 1973

EVERETT J. PENNY, B.C.S., D.C.S., White Plains, 1970

CARL H. PFORZHEIMER, JR., A.B., M.B.A., D.C.S., Purchase, 1972

EDWARD M. M. WARBURG, B.S., L.H.D., New York, 1975

J. CARLTON CORWITH, B.S., Water Mill, 1971

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ALLEN D. MARSHALL, A.B., LL.D., Scotia, 1965

JOSEPH T. KING, A.B., LL.B., Queens, 1977

JOSEPH C. INDELICATO, M.D., Brooklyn, 1974

MRS. HELEN B. POWER, A.B., Litt.D., Rochester, 1976

President of the University and Commissioner of Education
JAMES E. ALLEN, JR.

Deputy Commissioner of Education
EWALD B. NYQUIST

Associate Commissioner for Elementary, Secondary and Adult Education
WALTER CREWSON

Assistant Commissioner for Instructional Services (General Education)
WARREN W. KNOX

Supervisor, Education for the Gifted
ROBERT KELLEY